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ABSTRACT

This presentation describes how to use reading to improve second language acquisition. Part 1, "Building Awareness of Reading Habits and Attitudes," has students report their habits and attitudes about reading in English and their native language and recognize the importance of reading for improving English skills. Part 2, "Choosing a Book," has students choose books, obtain library cards, and check out books. Part 3, "The Venture Begins," helps students understand the importance of reading as a tool to speed up language acquisition and agree to read outside of class by signing a contract. Part 4, "Silent Reading," has students read without interruption for 20 minutes during class. Part 5, "Partner Book Chats," helps students remain motivated by talking to partners about what they are reading, demonstrate understanding by writing in a reading journal, and turn in the journal for teacher feedback. Part 6, "Weekly Inserts," presents exercises to insert into lessons each week before silent reading sessions. Part 7, "Book Critique," teaches students to identify parts of a book and write book reviews. Part 8, "Attitudes and Habits Revisited," has students tally results from a post-survey, analyze results by comparing pre- and post-surveys, and draw conclusions about class reading habits and attitudes. (SM)

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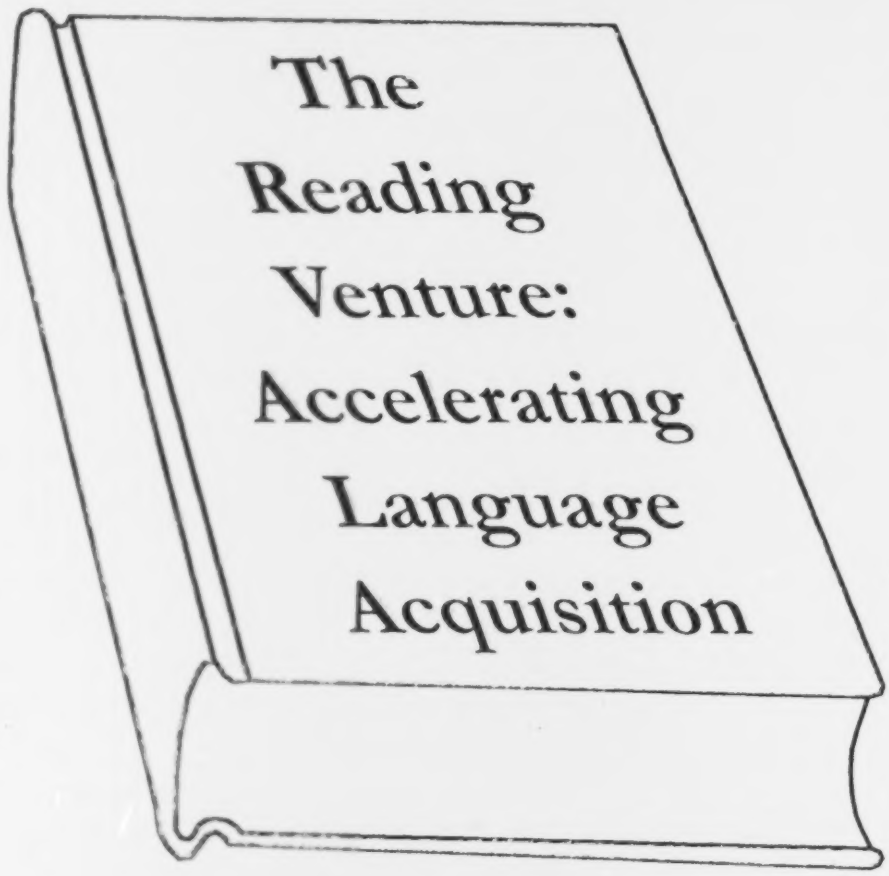

Presented by

Aída Sifontes & Dodie Baez

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Components of The Reading Venture

I. Building Awareness of Reading Habits and Attitudes

II. Choosing a Book

III. The Venture Begins

IV. Silent Reading (SR)

V. Partner Book Chats

VI. Weekly Inserts

VII. Book Critique

VIII. Habits and Attitudes Revisited

I. BUILDING AWARENESS OF READING ATTITUDES AND HABITS

Students will:

- Report habits and attitudes about reading in English and native language.
- Recognize that reading is an excellent tool to improve English language skills.

Procedure:

1. Distribute survey (Handout 1). Explain each item, as students fill out the survey. Emphasize that there are no right or wrong responses.

2. Emphasize that reading can improve language acquisition. Reading provides accurate examples of grammar and increases cultural knowledge. As Krashen has said, "Those who read more also read better, spell better, write better, have larger vocabularies, and know more."

Reading Venture Pre-Survey

By Aída I. Sifontes & Dodie Baez

Reading Habits

1. How much time a week do you spend reading?

English
a. 0 hours
b. less than an hour
c. 1 - 2 hours
d. more than 2 hours

Native language
a. 0 hours
b. less than an hour
c. 1 - 2 hours
d. more than 2 hours

2. How much time **would you like** to spend reading?

English
a. 0 hours
b. less than an hour
c. 1 - 2 hours
d. more than 2 hours

Native language
a. 0 hours
b. less than an hour
c. 1 - 2 hours
d. more than 2 hours

3. Where do you usually read? Put a check mark next to all that apply.

English
__ doctor's office
__in the living room
__at a book store/coffee shop
__at work
__at school
__in bed
__ in the porch
__ in the bathroom
__in the dinning room
__ at the library
__ in the classroom

Native language
__doctor's office
__in the living room
__at a book store/coffee shop
__at work
__at school
__in bed
__ in the porch
__ in the bathroom
__in the dinning room
__ at the library
__ in the classroom

4. What do you read? Mark all that apply.

English
a. fiction books
b. magazines
c. newspapers
d. comic books
e. work related material
f. non-fiction books
g. school/work material
h. documents
i. correspondence

Native language
a. fiction books
b. magazines
c. newspapers
d. comic books
e. work related material
f. non-fiction books
g. school/work material
h. documents
i. correspondence

5. What **would you like** to read? Mark all that apply.

English
a. fiction books
b. magazines
c. newspapers
d. comic books
e. work related material
f. non-fiction books
g. school/work material
h. documents
i. correspondence

Native language
a. fiction books
b. magazines
c. newspapers
d. comic books
e. work related material
f. non-fiction books
g. school/work material
h. documents
i. correspondence

Reading Venture Pre-Survey

By Aída I. Sifontes & Dodie Baez

6. What topics do you read about?

English

__ science __science fiction __ adventures __ news __ economy
__ romantic stories __sports __ drama __ history __ politics

Native language

__ science __ science fiction __ adventures __ news __ economy
__ romantic stories __ sports __ drama __ history __ politics

7. What topics **would you like** to read about?

English

__ science __ science fiction __ adventures
__ romantic stories __ sports __ drama

Native language

__ science __ science fiction __ adventures
__ romantic stories __ sports __ drama

8. When do you read?

English

__in the morning __ break at work __ during lunch __in the afternoon
__ while waiting __ before sleeping __ during or after dinner __ when you get home
__ while you watch TV __ when you can't sleep

Native language

__in the morning __ break at work __ during lunch __in the afternoon
__ while waiting __ before sleeping __ during or after dinner __ when you get home
__ while you watch TV __ when you can't sleep

9. Do you usually eat or drink while you read?

a. Yes b. No c. Sometimes

10. What would help you read more?

English

__ if you had more time __ if you organized your time better __a better place to read
__ if you established a routine __ if someone pushed you to __ if you belong to a book club
__ if it were an obligation __ if you took a reading class __ if it were part of a class
__ if you found something you liked

Native language

__ if you had more time __ if you organized your time better __a better place to read
__ if you established a routine __ if someone pushed you to __ if you belong to a book club
__ if it were an obligation __ if you took a reading class __ if it were part of a class
__if you found something you liked

Attitudes Towards Reading

11. Do you like to read?

English
a. Yes b. No

Native language
a. Yes b. No

By Aída I. Sifontes & Dodie Baez

12. **Would you like** to read more?

English
a. Yes b. No

Native language
a. Yes b. No

13. How do you feel about reading? Circle all that apply.

English
a. interesting b. time consuming c. fun d. difficult
d. intellectual e. boring f. easy g. an obligation
h. something that you would like to do i. informative
j. important k. stimulating l. not necessary
m. something you are supposed to do

Native Language
a. interesting b. time consuming c. fun d. difficult
d. intellectual e. boring f. easy g. an obligation
h. something that you would like to do i. informative
j. important k. stimulating l. not necessary
m. something you are supposed to do

Reading and Language Learning

14. Put these language skills in order of importance to you:

__listening __ speaking __ reading __writing

15. Do you think that reading can improve your English?

a. Yes b. No c. Maybe

16. If yes, what would it improve?

___ grammar __listening comprehension __vocabulary

___ cultural knowledge ___speaking __general knowledge

17. Do you think free reading should be part of a language class?
a. Yes b. No c. Not sure

18. Do you talk about or share what you read?
a. Yes b. No c. Sometimes

19. **Would you like** to talk about or share what you read?
a. Yes b. No c. Sometimes

II. CHOOSING A BOOK

Students will:

- Choose a book or books.
- Obtain a library card.
- Check out a book or books.

Procedure:

1. Distribute a list of titles (Handout 2) and story synopses. Included here is a list of Newberry Award winners. Other book lists and story summaries can be obtained at *www.randomhouse.com,, and www.ala.org/parents/index.htm/*

2. Ask students to choose titles that sound interesting to them. The focus should be on directing students to read something that can hold their interest, but is not too difficult for their level.

2. Prepare students for a visit to the library by explaining the way the library is organized. (i.e. Fiction is in alphabetical order by author.)

3. Go to the library as a class excursion. Help students choose a book and get a library card if necessary.

Note: The choice of the book is crucial, so we suggest that teachers convince students to read children's literature to start. The books on the Newberry Award list are chosen for their content, and will probably hold their attention. Teachers should allow students to choose their own stories, but remember that students must have direction with respect to their reading level. Tell them to read something that will be of interest to them, but that is not too difficult.

JOHN NEWBERRY AWARD BOOKS

THE JOHN NEWBERRY AWARD IS GIVEN FOR THE BEST CHILDREN'S BOOK PUBLISHED IN A CERTAIN YEAR. THIS LIST GOES BACK TO 1926. THESE BOOKS WERE WRITTEN FOR **CHILDREN,** BUT THEY MIGHT BE INTERESTING TO YOU AS SECOND LANGUAGE LEARNERS. THEY VARY IN DIFFICULTY FROM **2ND GRADE READING TO 7TH GRADE READING.**

Back To Awards

- 2001: *A Year Down Yonder* by Richard Peck
- 2000: *Bud, Not Buddy* by Christopher Paul
- 1999: *Holes* by Louis Sachar
- 1998: *Out of the Dust* by Karen Hesse
- 1997: *The View From Saturday* by E.L. Koingsburg
- 1996: *The Midwife's Apprentice* by Karen Cushman
- 1995: *Walk Two Moons* by Sharon Creech
- 1994: *The Giver* by Lois Lowry

p://library.thinkquest.org/J0113025/Newberry.html

- 1993: *Missing May* by Cynthia Rylant
- 1992: *Shiloh* by Phyllis Reynolds Naylor
- 1991: *Maniac Magee* by Jerry Spinelli
- 1990: *Number the Stars* by Lois Lowry
- 1989: *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- 1988: *Lincoln: A Photobiography* by Russell Freedman
- 1987: *The Whipping Boy* by Sid Fleischman
- 1986: *Sarah, Plain and Tall* by Patricia MacLachlan
- 1985: *The Hero and the Crown* by Robin McKinley
- 1984: *Dear Mr. Henshaw* by Beverly Cleary
- 1983: *Dicey's Song* by Cynthia Voight
- 1982: *A Visit to William Blake's Inn:Poems for Innocent and Experienced Travelers* by Nancy Willard
- 1981: *Jacob Have I Loved* by Katherine Paterson
- 1980: *A Gathering of Days: A New England Girl's Journal, 1830-1832* by Joan W. Blos
- 1979: *The Westing Game* by Ellen Rasken
- 1978: *Bridge to Terabithia* by Katherine Paterson
- 1977: *Roll of Thunder, Hear my Cry* by Mildred D. Taylor
- 1976: *The Grey King* by Susan Cooper
- 1975: *M.C. Higgins, the Great* by Virginia Hamilton
- 1974 : *The Slave Dancer* by Paula Fox
- 1973: *Julie of the Wolves* by Jean Craighead.George
- 1972: *Mrs. Frisby and the Rats of NIMH* by RobertC. O'Brien
- 1971: *Summer of the Swans* by Betsy Byars
- 1970: *Sounder* by William H. Armstrong
- 1969: *The High King* by Lloyd Alexander
- 1968: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Lonigsburg
- 1967: *Up a Road Slowly* by Irene Hunt
- 1966: *I, Juan de Pareja* by Elizabeth Borton de Trevino
- 1965: *Shadow of a Bull* by Maia Wojciechowska
- 1964: *It's Like This, Cat* by Emily Neville
- 1963: *A Wrinkle in Time* by Madeleine L'Engle
- 1962: *The Bronze Bow* by Elizabeth George Speare
- 1961: *The Island of the Blue Dolphins* by Scott O'Dell

- 1960: *Onion John* by Joseph Krumgold
- 1959: *The Witch of Blackbird Pond* by Elizabeth George Speare
- 1958: *Rifles for Watie* by Harold Keith
- 1957: *Miracles of Maple Hill* by Virgina Sorenson
- 1956: *Carry On, Mr. Bowditch* by Jean Lee Latham
- 1955: *The Wheel on the School* by Meindert DeJong
- 1954; *...And Now Miguel*
- 1953: *Secret of the Andes* by Ann Nolan Clark
- 1952: *Ginger Pye* by Eleanor Estes
- 1951: *Amous Fortune, Free Man* by Elizabeth Yates
- 1950: *The Door in the Wall* by Marguerite de Angeli
- 1949: *King of the Wind* by Marguerite Henry
- 1948: *The Twenty-One Ballons* by Willian Pene duBois
- 1947: *Miss Hickory* by Carolyn Sherwin Bailey
- 1946: *Strawberry Girl* by Lois Lenski
- 1945: *Rabbit Hill* by Robert Lawson
- 1944: *Johnny Tremain* by Esther Forbes
- 1943: *Adam of the Road* by Elizabeth Janet Gray
- 1942: *The Matchlock Gun* by Walter Edmonds
- 1941: *Call It Courage* by Armstrong Sperry1940: *Daniel Boone* by James Daugherty
- 1939: *Thimble Summer* by Elizabeth Enright
- 1938: *The White Stag* by Kate Seredy
- 1937: *Roller Skates* by Ruth Sawyer
- 1936: *Caddie Woodlawn* by Carol Ryrie Brink
- 1935: *Dobry* by Monica Shannon
- 1934: *Invincible Lousia: The Story of the Author of LittleWomen* by Cornelia Meigs
- 1933: *Young Fu of the Upper Yangtze* by Elizabeth Lewis
- 1932: *Waterless Mountain* by Laura Adams Armer
- 1931: *The Cat Who Went to Heaven* by Elizabeth Coatsworth
- 1930: *Hitty, Her First Hundred Years* by Rachel Field
- 1929: *The Trumpeter of Krakow* by Eric P. Kelly
- 1928: *Gay Neck, the Story of a Pigeon* by Dhan Gopal
- 1927: *Smokey, the Cowhorse* by Will James
- 1926: *Shen of the Sea* by Arthur Bowie Chrisman

III. THE VENTURE BEGINS...

Students will:

- Understand the importance of reading as an additional tool to speed up acquisition.
- Agree to read outside of class by signing a contract.

Procedure:

1. Refer to the survey results from lesson one. Focus on habits and attitudes; emphasize how improving them will lead them to faster language acquisition. Teacher must be VERY persuasive. Mention how their children will pick-up the habit of reading, since they, as parents, are providing a good example. This will be one of the most valuable legacies to their children. Also, remind students that reading is an excellent tool to increase language skills, and that reading outside of class is a way to practice what they learn in class.

2. Unveil the reading contract, (Handout 3, enlarge to poster size, if possible) and read it to the class. The whole class reads it as a pledge.

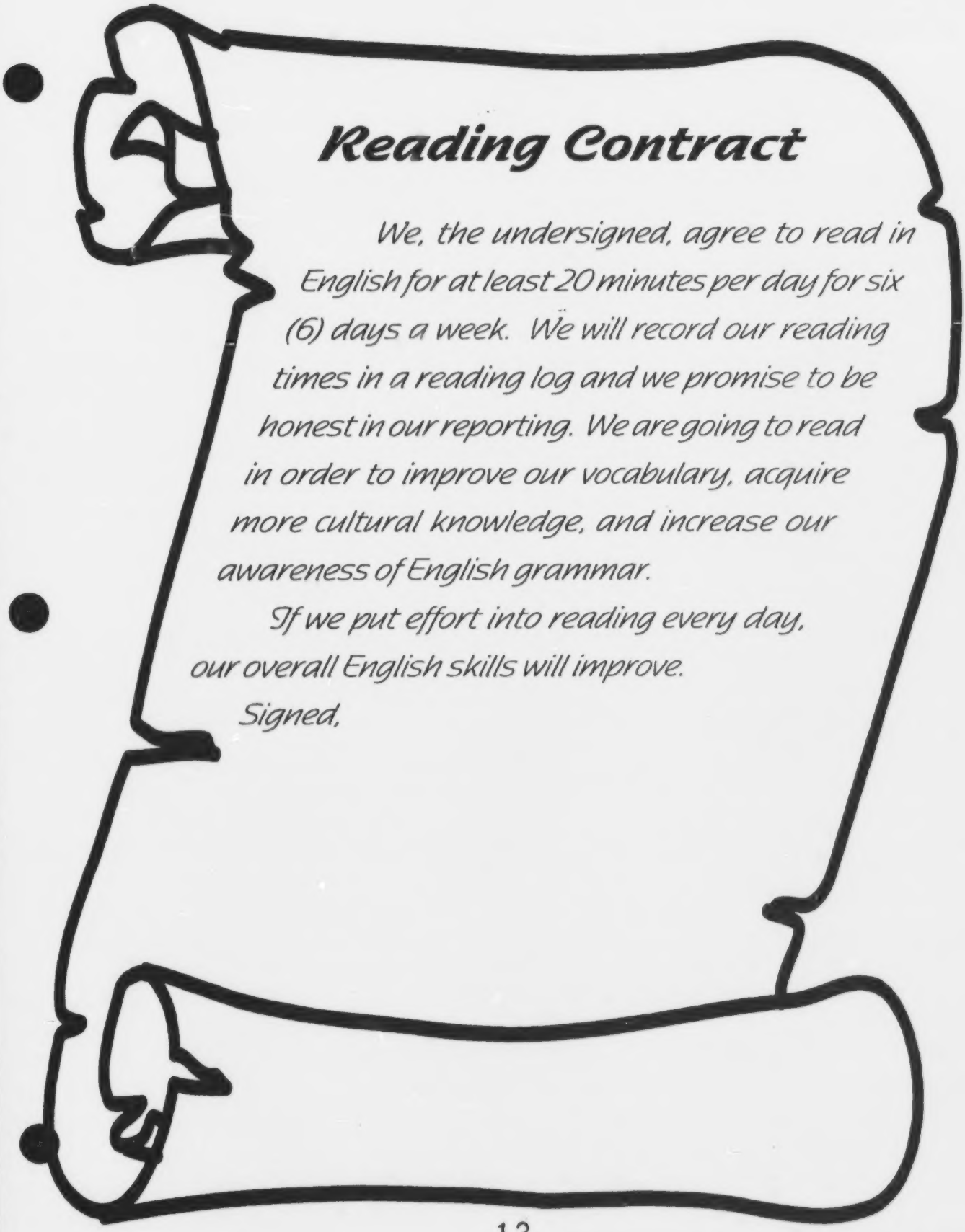
3. Tell the class that you are dedicating 40 minutes a week of class time for reading, and that they will be responsible for reading at least another hour and a half outside of class (See note).

4. Taking turns, students sign the contract.

5. Distribute Reading Log (Handout 4). Students must keep track of the time they spend reading and of what they have read. Emphasize that it is important to be honest about the recording, and not to cheat themselves.

6. Post the contract in a visible place in the room to remind students of their commitment.

Note: Although most students will agree to sign the contract, there might be some who will refuse because of time constraints. Tell them you are willing to discuss writing another contract for them, only if they can justify not having extra time. This should be done later on a one to one basis.



Reading Contract

We, the undersigned, agree to read in English for at least 20 minutes per day for six (6) days a week. We will record our reading times in a reading log and we promise to be honest in our reporting. We are going to read in order to improve our vocabulary, acquire more cultural knowledge, and increase our awareness of English grammar.

If we put effort into reading every day, our overall English skills will improve.

Signed,

Name _____

Reading Log

Date	Time	What?

Name _____

Reading Log

Date	Time	What?

IV. SILENT READING (On-Going, Weekly Activity)

Students will:

- Read without interruption for 20 minutes during class time.

Procedure:

1. **Twice a week** allow students to read for at least 20 minutes. The teacher should also be reading during this time. If you are learning a second language, you could read in that language each week during Silent Reading.

2. After the first week, ask students to take out their reading logs before they begin reading. Circulate the classroom checking students' logs to see who is not reading enough, and therefore, not abiding by the contract. Ask the students who are not reading why they are not doing so. If the answers are for example, that the book is too difficult, or that it is not interesting, suggest another book. Encourage students to record EVERYTHING they read in English.

V. PARTNER BOOK CHATS (On-Going, Weekly Activity)

Students will:

- Keep motivated by talking to a partner about what they have been reading (listening and speaking skills).
- Demonstrate understanding by writing comments about the book they have been reading (writing skills) in a reading journal.
- Turn in journal to teacher to obtain feedback.

Procedure:

1. Pair students by using the **matching game** (Handout 5). Use pairs of words that belong together in order to randomly pair-up students with a reading partner. For example: salt & pepper; black & white. The partner they get will be their partner throughout the venture.

2. Ask **reading partners** to sit down together and talk about what they have been reading. Keep your directions open-ended. Encourage them to ask questions to each other to clarify anything they do not understand (active listening). Allow students to talk for as long as you deem necessary or until they are finished.

3. After students have discussed what they have read so far, ask them to write in a **reading journal** for about 10-15 minutes. Again, keep directions open-ended. Students will simply write comments about their book as a way to reinforce their understanding, and to keep them motivated to continue reading. Therefore, the teacher should emphasize communication and expression, not grammatical perfection. Students should just pour out their thoughts in their journal.

4. Once a week, the teacher should read students' journals, focusing on content, not grammar (that's hard to do isn't it?) in order to provide feedback to students as an additional way to keep them motivated.

Note: This is not a comprehension task. Students will direct the conversation by asking each other questions. They may also want to talk about frustrations they have in reading in English. Possible questions to prompt students to talk and/or write about are:

- What is the book about?
- What is happening in the story?
- What do you like about the characters?
- Is the book too easy or too difficult?
- Are you enjoying the story? Why or why not?
- How do you feel about reading in English?

PAIRS

P's / Q's

SCOTCH / SODA

MEAT / POTATOES

BEAUTY / BEAST

HUSTLE / BUSTLE

ROCK / ROLL

LO / BEHOLD

STEP / FETCH

NIP / TUCK

SUGAR / SPICE

UP / AT 'EM

SWEET / SOUR

SHAKE / BAKE

BALL / CHAIN

ROUGH / READY

HITHER / YON

FLORA / FAUNA

VI. WEEKLY INSERTS

These are exercises or activities to *insert* into your lessons each week before the silent reading sessions. They are only some examples. Teachers may use any other exercises they find appropriate. Each handout/activity has directions and/or an explanation of procedures.

INSERT #1: USING PARTS OF SPEECH TO UNDERSTAND UNFAMILIAR WORDS

Students will:

- Figure out the meanings of words by using parts of speech, context, and prior knowledge.
- Realize that it is not necessary to know every word in order to understand what they have read.

Procedures:

1. Review main parts of speech such as noun, verb, adjective, and adverb.
2. Explain to students that the dictionary is not always necessary to understand the meanings of unfamiliar words. Tell them they can figure out the meaning by using their knowledge of grammar. This exercise will demonstrate that meaning can be figured out by identifying parts of speech, and using prior knowledge.
3. Follow the directions on Handout 6.

UNDERSTANDING VOCABULARY FROM CONTEXT

Using parts of speech to help understand new words

Can you guess the meanings of the underline words? First, label the part of speech. Then, write a definition.

PART 1: NONSENSE WORDS

1. The cowboy got on his grapsnoogle and rode away.

2. Because the glasses were very expensive, the waiter carried them very snitterlooply.

3. The teacher picked up a piece of wapnog and spate the sentence on the clart.

4. The auto mechanic took a blim and began to work on the Marstupialblankenship.

PART 2: REAL WORDS

5. According to some busy working women, grocery shopping is a hassle because it takes so much time, and it is so inconvenient.

6. Supermarkets often lose money with their perishable foods, such as fish and fruit, if they aren't purchased in a short time.

7. In the 1970's disco dancing really caught on. Everyone wanted to dance like John Travolta in the movie *Saturday Night Fever.*

8. Gangs won't normally allow girls to join them, so they tend to be exclusively male.

9. The money brought in from crime is often the only source of livelihood for gang members.

10. If a robber wants to hold up a bank or store, one of the easiest weapons he can carry is a handgun.

INSERT #2: UNDERSTANDING IDIOMS FROM CONTEXT

Students will:

- Rely on their prior knowledge and context-- **not the dictionary--** to understand idioms and unfamiliar vocabulary.
- Realize that it is not necessary to know every word in order to understand what they have read.

Procedure:

1. Define the word *idiom*. (A phrase in English that carries meaning different from its literal meaning). Explain that knowing the meaning of each separate word will not help to understand the meaning of the phrase.

2. Give an example, such as the phrase *to kick the bucket*. Ask students for the meaning of *bucket*, and then, ask for the meaning of *kick*. Does this help them understand the meaning of the phrase? NO. Then, write a sentence or two using the idiom. For example: *Mean old man Brown had been sick for a long time. He finally kicked the bucket on Saturday. The funeral is on Wednesday*. Now, ask what the phrase means (to die). Ask students how they understood the meaning of the phrase. They should respond that the words funeral and sick helped them guess the meaning.

3. Distribute Handout 7, and tell students to follow the directions. Remind students that identifying parts of speech might help. Give them time to write; then, ask students for their definitions. Accept definitions that are close to the meaning of the idiom.

4. Complete the Matching Exercise (Handout 8), and ask students to compare their definitions with the meanings in the exercise. Review the answers, and illicit from students the context clues that helped them guess the meanings.

UNDERSTANDING IDIOMS FROM CONTEXT

First, read the story to get the main idea. Then, read the story again and guess at the meanings of the underline words. Write a definition for the underlined idioms.

STRANDED ON A DESERT ISLAND

Alexander Selkirk stood on the beach of an uninhabited island somewhere off the coast of South America. From there, he watched as his ship sailed away and eventually it disappeared. Just an hour ago, he had been a working crew member on that ship. Now he was alone on this deserted island.

Selkirk had told the captain that more repairs were needed. He had insisted that the ship was still in bad shape. The captain didn't listen. Everyone ignored Selkirk and his worries. They had turned deaf ears to his complaints. In one last attempt to persuade the captain, Selkirk had said that he would rather be left on an island that stay aboard a leaky ship. Finally, they had listened.

Alexander Selkirk was given his wish. He had been dropped off near the shoreline of the nearest island. There he remained, the only human being on a small piece of land.

Selkirk walked back and forth along the beach, searching for a sign of human life. His eyes were glued to the glistening waves. He strained to see even the hint of a ship traveling his way. He strained to hear even the weak whimper of a human cry, but there was only a frightening silence.

The sailor had good reason to be scared. There was no way of telling when he might be rescued. The year was 1703. In those days, ships set sail across the ocean once in a blue moon. It might take months or even years before another passed by. Until then, he would remain the island's prisoner--alone, afraid, and

abandoned.
Selkirk lived on the island for four years and four months before he was spotted by a passing ship. Once rescued, he was eager to share the details of his adventure. Selkirk poured out his story to many people. One of them was Daniel Defoe.

Today, few people remember Alexander Selkirk, but many remember *Robinson Crusoe*, Daniel Defoe's novel about a sailor's adventures on a desert island. While the author of this famous story is Daniel Defoe, the adventure itself belongs to Alexander Selkirk.

Adapted from an exercise in *Building Language Power with Cloze*, 1981 Modern Curriculum Press, Inc.

MATCHING

_____1.	in bad shape	a.	very rarely or almost never
_____2.	turn deaf ears	b.	tell a personal story
_____3.	drop off	c.	not pay attention, ignore
_____4.	eyes are glued to	d.	in poor condition
_____5.	once in a blue moon	e.	to leave something or someone
_____6.	pour out one's story	f.	to look at something for a long time

INSERT #3: CHARACTER ANALYSIS

Student will:

- Fully describe the personality of a character from a story they have read, using adjectives.

Procedure:

1. Display four shapes on an overhead transparency (Hand out 9). Ask students to choose a shape that appeals to them. They should draw the shape on paper, so that others in the class can see it.

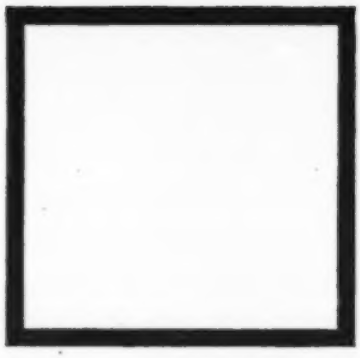
2. Tell them that the shape they chose reveals something about their personality. Show the personality description for each shape, (Handouts 10) and explain any unfamiliar vocabulary.

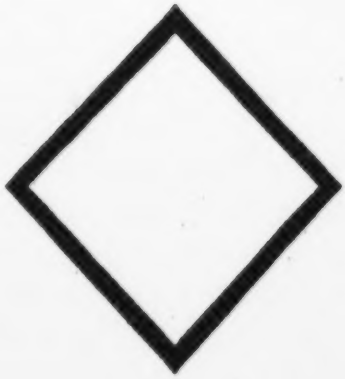
3. Now that the students have analyzed their personalities, ask them to do the same for a character of their choice in the story they are reading. They should think about the character and match the personality to one of the shapes/descriptions.

4. Students will discuss the character from their story with their **reading partners**. The teacher displays more adjectives to help students with the description (Handout 11).

5. Students write a character analysis in their **reading journals.** Ask students to write a paragraph describing the character's personality, by providing examples of behavior and/or attitudes from the story.

Choose One of the Following Shapes T-1





SOURCE: Psycho-Geometrics by Susan Dillinger

LEWIS OR LEANNE LOGIC □

Look before you leap.

accurate	likes facts and figures	indecisive
thorough	likes to see things in writing	unimaginative
sensible		servile
practical		
efficient		

CARL OR CATHY COOPERATIVE ○

We're all in this together, so let's work as a team.

flexible	likes harmony	defensive
generous	likes acknowledgement	emotional
sensitive		passive
friendly		dependent
modest		

SAM OR SANDY SOCIALIZER ◇

Let's go for it! I'll lead the way!

spontaneous	likes interaction with others	impulsive
idealistic	likes to discuss people and goals	unrealistic
enthusiastic		superficial
imaginative		
optimistic		

BOB OR BETTY BOSS △

I can tell you how to get the job done right.

confident	likes to make decisions	pushy
decisive	likes to deal with facts	agressive sp
capable		competitive
motivated		
organized		

ADJECTIVES

artistic	efficient	energetic
happy	diplomatic	capable
motivated	gentle	organized
athletic	considerate	sensitive
spontaneous	humorous	cute
creative	enthusiastic	curious
optimistic	sensible	serious
magnificent	imaginative	patient
intelligent	generous	comical
interesting	terrific	quiet
complicated	friendly	dependable

INSERT #4: BASIC ELEMENTS OF A STORY

Students will:

- Be able to discuss elements of literature such as *character, plot, setting,* and *conflict.*

Procedure:

1. Have students read a short folk tale. (One is included here, Handout 12.)

2. Show the chart (Handout 13) and explain the concepts. Ask students to fill in the chart using the folk tale story. If a more advanced lesson is desired, use the more in-depth list of terms (Handout 14).

3. Tell students that most stories can be summarized using this chart. They will fill-in the chart for the book they have been reading. This will help them with the next section of the Reading Venture, which is to write a critique.

Zimbabwe

Mufaro's Daughters

Just for Fun

- This story deals with both good and bad behavior. Make a chart that compares the good actions of Nasha and the thoughtless, self-centered ones of Manyara. What do you think your strengths and weaknesses are?

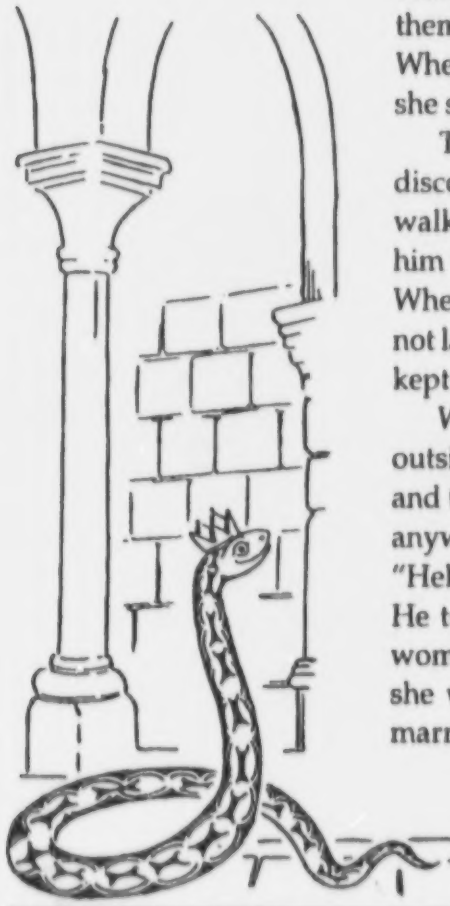
One day, Mufaro's daughter, Manyara, told her younger sister, Nasha, "Someday, I will be the queen and you will be my servant." A few days later a messenger from the king came and said that the king wanted to marry one of the sisters. Manyara said, "Let me go and my sister will stay here." But the man said, "No, I need to take the two of you."

That night, Manyara left and went into the woods so that she could get to the city first. On her way she met a little boy who said, "I am hungry, can you give me some food please?"

She answered, "No, I just have enough for myself." As she walked on, she met an old woman who told Manyara that soon she would see some laughing trees. The old woman warned her not to make fun of them, but Manyara called her an old witch and told her to be quiet. When Manyara came to the laughing trees, she laughed at them. Later, she saw a man with his head under his arm. She laughed at him, too.

The next day, Mufaro prepared to bring his daughters to the king. He discovered that Manyara had already left. As Nasha and her father walked through the woods, they saw the same hungry boy. Nasha gave him some food. When she saw the old woman, she was kind to her. When she came to the laughing trees, she did not laugh at them. She did not laugh at the man with his head under his arm. Nasha and her father kept walking toward the king's castle.

When they finally reached the king's home, Manyara came running outside. She told Nasha that the king was really a snake with four heads and that Nasha should not go inside. Nasha did not listen and went in anyway. Once inside, she saw a small snake. In a kind voice Nasha said, "Hello, my friend." The snake magically turned into a handsome man. He told Nasha that he had been the little boy in the woods, the old woman, and the man with his head under his arm. He told Nasha that she was a kind person and that he was really the king. They were married, and the unkind Manyara became their servant.



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BASIC ELEMENTS OF A STORY

TITLE	
CHARACTERS	
SETTING	
PROBLEM/ CONFLICT	
ATTEMPTS TO RESOLVE THE PROBLEM	
OUTCOME/ RESOLUTION	

ELEMENTS OF LITERATURE

1. What is the TITLE (name of the story)?

2. What is the SETTING (where and when)?

3. Who are the CHARACTERS (people)?

   PROTAGONIST (The good person)

   ANTAGONIST (The bad person)

   MINOR CHARACTERS (The other people)

4. What is the CONFLICT (the problem)?

5. How is the conflict settled/ended?

6. What is the PLOT (the sequence of events)?

7. What is the THEME (the message)?

ADVANCED

VII. BOOK CRITIQUE

Students will:

- Identify parts of a book review.
- Write a book review.

Procedure:

1. Show students examples of book reviews (several are included here) from different sources.

2. Distribute The Critique, Handout 15, and explain its parts. Most reviews include the title, the name of the author, and information about the plot of the story. Reviews also contain an evaluation or recommendation. The students will include this same information in their book review.

3. Once students have written the book review, they will share it with their reading partner or the whole class.

Note: These reviews can be used as recommendations for the next Reading Venture group.

THE CRITIQUE

Complete the information:

1. Title:

2. Author:

3. Check the type of book you are reviewing:

_____ Science Fiction	_____ Mystery	_____ Humor
_____ Animal Story	_____ Growing Up	_____ Adventure
_____ Short Stories	_____ Historical Fiction	_____ Other

4. Mark the number that shows how easy or difficult this book was to read:

Easy 1 2 3 4 5 Difficult

5. Mark the number that shows your enjoyment of the book:

Terrible 1 2 3 4 5 Fantastic

6. List the main **characters** and tell something about each one.

7. Describe the **setting**.

8. Give a brief summary of the story.

9. Explain the **theme** of the story. (What is the message of the story?)

10. Would you recommend this book? Why or why not?

VIII. ATTITUDES AND HABITS REVISITED

Students will:

- Tally results of a post-survey.
- Analyze the results by comparing both the pre-survey and the post-survey.
- Draw conclusions about the reading habits and attitudes of the class.

Procedure:

1. This time the survey is divided into five parts (Handouts 16-20) so that students will tally the results, and then present their conclusions to class.

2. Divide students into groups of five. Distribute the parts of the survey, so that each person in the group has a DIFFERENT part of the survey.

3. Students take turns asking questions and marking the responses for each person in their group, including themselves.

4. After each group has completed the survey, the teacher will re-group the students so they are sitting with others who have the SAME part of the survey. In this group, they will tally the results and make conclusions about the reading habits and attitudes of the class. Provide the pre-survey results, so that students can make comparisons, and report any changes.

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